



***ACSI Inspire* Standards & Indicators  
Checklist**

# Purpose Domain

<b>Standard 1: Mission Beliefs, and Foundations</b>	The school operates from a written mission and statement of faith that outline its biblical foundations and beliefs. The school identifies and assesses its expected student outcomes and uses results to drive decisions throughout operations and programs.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 1.1	The school's mission, statement of faith, expected student outcomes, and any other foundational documents are written, collaboratively and systematically reviewed for effectiveness, and communicated to its stakeholders.				
Indicator 1.2	The school's mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.				
Indicator 1.3	The school's admissions criteria and program expectations are clearly communicated to ensure alignment with its mission and goals.				
Indicator 1.4	The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs.				

<b>Standard 2: Spiritual Formation and Biblical Worldview Development</b>	The school facilitates spiritual formation of students, provides opportunities for discipleship and outreach, and fosters the development of a biblical worldview. Spiritual growth toward maturity in Christ is a priority throughout school programs, is regularly assessed, and is modeled by faculty and staff.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 2.1	The school intentionally cultivates a biblical worldview and spiritual formation through school programs, assesses the effectiveness of those programs, and uses the results for school improvement.				
Indicator 2.2	Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities.				
Indicator 2.3	Faculty and staff model active church participation and encourage church involvement among students and families.				

<b>Standard 3: Governance and School Leadership</b>	The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes governance policies, participates in strategic planning, and advances organizational effectiveness. The head of school works collaboratively with school leadership to implement policies and procedures, support effective instructional practices, and drive school improvement.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 3.1	The school has established a Christ-centered governing body that reflects a clear commitment to the mission and biblical foundations of the school. The governing body engages in systematic orientation for new members, self-evaluation, and professional development concerning governance best practices.				

Indicator 3.2	The governing body develops, implements, and systematically reviews its written policies and procedures contained in their policy manual. They make informed and responsible decisions to advance organizational effectiveness, participate in strategic and succession planning, ensure the financial stability of the school, and review the accomplishment of the mission of the school.	
Indicator 3.3	Governing body policies establish a clear delineation of roles and responsibilities between itself and the head of school. Practices demonstrate that relationships and scope of authority are well defined and function appropriately. The head of school is the organizational link between the governing body and the school. (See addendum for church sponsored and proprietary schools - forthcoming)	
Indicator 3.4	The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. The evaluation is designed to improve leadership capacity, professional practice, and organizational effectiveness.	
Indicator 3.5	The head of school oversees day-to-day operations of the school and works collaboratively with school leadership to develop, implement, and communicate policies and procedures; support effective instructional practices; and drive school improvement.	
Indicator 3.6	School leadership collaboratively reflects on their team's effectiveness and develops plans for growth as appropriate for the leadership team structure. (See Appendix A)	

**Comments** (Please provide an explanation for any area within the Purpose Domain marked as "Ineffective" or "Somewhat Effective")

# Relationships Domain

<b>Standard 4: Caring Environment and Positive School Culture</b>	<b>The school develops a Christlike culture in which staff and students demonstrate respect, sensitivity, and responsiveness to individual needs and differences.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 4.1	The school fosters a Christlike culture characterized by a compassionate, caring, and respectful environment that is sensitive to the diverse backgrounds and cultures, as well as varying needs, of each student and family.				
Indicator 4.2	The school fosters a culture in which students are known and supported through intentional connections with faculty and staff.				
Indicator 4.3	The school has established written policy, based upon biblical principles, for resolving conflicts.				

<b>Standard 5: Stakeholder Engagement</b>	<b>The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 5.1	Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability.				
Indicator 5.2	The school collects stakeholder feedback and data, including survey and demographic data, and conducts analyses to improve instructional and operational practices.				
Indicator 5.3	Collaboration is valued and cultivated in the school culture. Faculty and staff members are invited to participate through perspectives, ideas, and solutions to improve institutional effectiveness while promoting a sense of community.				

<b>Standard 6: Community Engagement</b>	<b>The school provides opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 6.1	The school networks and engages with the surrounding community and local ministries, as appropriate.				
Indicator 6.2	The school connects with national or global communities to provide opportunities for students to serve as appropriate.				
Indicator 6.3	Students are positively impacted by their engagement with local, national, and/or global communities.				

**Comments** (Please provide an explanation for any area within the Relationships Domain marked as "Ineffective" or "Somewhat Effective")

# Teaching and Learning Domain

<b>Standard 7: Instructional Program</b>	<b>The school provides an instructional program that promotes a biblical worldview; supports the school's expected student outcomes; and fosters high student engagement, critical thinking, and academic growth.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 7.1	The school provides a biblically-based instructional program that integrates a biblical worldview throughout each discipline.				
Indicator 7.2	The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.				
Indicator 7.3	A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels.				
Indicator 7.4	The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success.				
Indicator 7.5	The instructional program includes Bible as a required core subject. The school places a similar emphasis on Bible instruction as in other core subjects, incorporating engaging learning experiences and instructional strategies.				
Indicator 7.6	Instruction and programs provided by outside personnel meet safety and instructional guidelines established by the school, including the incorporation of a biblical worldview. (See addendum - forthcoming.)				

<b>Standard 8: Curriculum Planning</b>	<b>The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 8.1	Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas. ("Required elements are included in <i>Link to appendix</i> ")				
Indicator 8.2	Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments.				
Indicator 8.3	Curriculum documentation is updated regularly through a collaborative review process.				

<b>Standard 9: Assessment and Use of Learning Data</b>	<b>The school conducts and analyzes varied and authentic assessments to monitor and evaluate student learning. The school then utilizes results to inform decision making.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 9.1	The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.				
Indicator 9.2	The school analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data.				

Indicator 9.3	Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning.	
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Standard 10: Professional Development and Evaluation	The school plans and implements a coordinated program of professional development and evaluation that results in improved professional practice and increased student achievement.				
		Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 10.1	The school's professional development program encourages a growth mindset among faculty and school leadership, focusing on best practices and meeting student needs. The professional development program includes training in the Bible, biblical integration, and Christian philosophy of education.				
Indicator 10.2	A systematic and collaborative process for evaluation of school leadership and instructional staff includes clearly communicated criteria, written goals, and growth plans appropriate for each position. Integration of a biblical worldview is included in the evaluation of instructional staff.				
Indicator 10.3	Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement.				

**Comments** (Please provide an explanation for any area within the Teaching and Learning Domain marked as "Ineffective" or "Somewhat Effective")

# Expertise Domain

<b>Standard 11: Legal and Ethical Compliance</b>	<b>The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
	Use Standard 11 Checklist – Share with visiting team chair either in person or virtual format during a pre-visit.				

<b>Standard 12: Staff Qualifications and Human Resources</b>	<b>The school maintains human resource policies and implements practices which ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 12.1	The school requires all employees to provide evidence of a clear testimony of faith in Christ and agreement with the school's statement of faith and code of ethics.				
Indicator 12.2	The school ensures that all personnel are qualified for their positions or roles within the school. Faculty and school leadership meet current ACSI requirements for certification/licensing or an approved alternative.				
Indicator 12.3	The school engages in succession planning and the development of emerging leaders. (Supporting materials forthcoming)				
Indicator 12.4	The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance growth and development.				
Indicator 12.5	The school maintains written human resource policies that reflect current law, implements ethical employment practices, delivers applicable training, and provides appropriate supervision of all staff.				
Indicator 12.6	School leadership ensures staff members know and understand the professional and ethical expectations of their respective positions (such as personal boundaries, conflicts of interest, copyright infringement, confidentiality, etc.)				

<b>Standard 13: Student Support Services</b>	<b>The school provides advising and support services that assist students in preparing for future success while considering the unique needs of each student.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 13.1	The school prepares students for a successful transition between grade levels and division levels.				
Indicator 13.2	The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.				
Indicator 13.3	The school has a process in place to identify and address the individual spiritual, academic, social, emotional, and physical needs of students.				



**Comments** (Please provide an explanation for any area within the Expertise Domain marked as "Ineffective" or "Somewhat Effective")

# Resources Domain

<b>Standard 14: Financial Oversight</b>	<b>The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 14.1	Financial policies and procedures are established and implemented to guide all financial operations and business practices with integrity and in accordance with biblical principles. Financial and business oversight is entrusted to those who possess the appropriate qualifications or experience.				
Indicator 14.2	The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes.				
Indicator 14.3	The school's finances are reviewed* by an independent CPA who has no vested interest in the school. The findings and recommendations are used to improve systems and operations, as appropriate. (*See addendum – forthcoming)				

<b>Standard 15: Resource Planning</b>	<b>The school engages in long-range planning to maintain viability, provide sufficient resources, and ensure appropriate staffing to fulfill the school's mission.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 15.1	The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school viability and longevity.				
Indicator 15.2	The governing body and school leadership provide fair and equitable compensation for staff members. Compensation levels promote employee well-being and aid in retention and recruitment of qualified staff.				

<b>Standard 16: Facilities and Transportation</b>	<b>The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school's mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 16.1	The school facilities are safe, secure, and well-maintained. Written procedures regarding facility maintenance are routinely implemented with appropriate documented. Facilities are organized and developmentally appropriate for the students served.				
Indicator 16.2	Transportation policies and procedures are documented, implemented, and monitored.				

<b>Standard 17: Instructional Resources</b>	<b>The school curates and provides instructionally appropriate resources to support and enhance the educational program.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 17.1	The school identifies and provides appropriate physical and digital instructional resources that prepare students for success at the next educational level.				

Indicator 17.2	Instructional resources include those with biblical and global perspectives.	
Indicator 17.3	Staff and students are trained to responsibly utilize instructional resources that support teaching and learning.	

**Comments** (Please provide an explanation for any area within the Resources Domain marked as "Ineffective" or "Somewhat Effective")

# Well-Being Domain

<b>Standard 18: Health and Safety</b>	<b>The school operates from written policies and procedures that ensure the health and safety of staff, students, and campus visitors.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 18.1	A comprehensive written security and crisis management plan has been developed, implemented, regularly reviewed, and supported by appropriate training for all staff, students, and volunteers. The plan includes a strategy for communication with legal authorities and stakeholders in the event of a crisis.				
Indicator 18.2	Policies and procedures which promote social and emotional health and safety both prevent and address situations including harassment, intimidation, and bullying, with clearly defined conduct expectations for students, staff, parents, and volunteers. The school provides appropriate training on harassment, intimidation, and bullying for staff and students.				
Indicator 18.3	The school has developed child safety policies and procedures that address child abuse, sexual abuse, and neglect, as well as legal/mandated reporting responsibilities for staff and volunteers. Training and conduct expectations for students, staff, and volunteers are clearly established.				

<b>Standard 19: Staff Wellness</b>	<b>The school provides all personnel with a Christ-centered work environment, appropriate support, and encouragement to pursue a healthy lifestyle.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 19.1	The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community.				
Indicator 19.2	The school provides new personnel with adequate onboarding and support.				
Indicator 19.3	The number of school leaders, faculty, and staff is sufficient for the scope of the school.				
Indicator 19.4	Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance.				

<b>Standard 20: Student Wellness</b>	<b>The school provides a distinctively Christian environment in which students are well cared for, feel supported and secure, and are encouraged to pursue godly and healthy living.</b>	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 20.1	From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.				
Indicator 20.2	The school provides instruction and programs that emphasize and encourage godly and healthy living habits.				
Indicator 20.3	The school provides student activities that are consistent with the mission of the school, varied in focus, and reflective of the needs and interests of students.				

**Comments** (Please provide an explanation for any area within the Well-Being Domain marked as "Ineffective" or "Somewhat Effective")



# Concluding Comments: